

Home-School Learning Collaboration – GCSE English Language

Topics in this cycle: Dickens Villains	Taught: Summer 2	Year Group: 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p>What are the key social features of 19th century London?</p> <ul style="list-style-type: none"> Identify and understand key contextual knowledge. Explain the importance of contextual knowledge in relation to the text being explored and how it impacted society and audiences at that time. <p>How Dickens's characters and plots form an important part of our British literary heritage.</p> <ul style="list-style-type: none"> Importance of intertextuality and the influence of key writers. <p>How to comment on how Dickens' uses methods to create meaning.</p> <ul style="list-style-type: none"> Know how to structure an analytical response, commenting on methods used by a writer and the impact of these. <p>How to use Dickens's methods to create believable characters.</p> <ul style="list-style-type: none"> Apply learning of methods into own construction of believable characters. 		<p>https://britishheritage.org/charles-dickens</p> <p>https://dickensmuseum.com/</p> <p>Discuss famous characters from Dickens novels.</p> <p>Watch and discuss films based on famous Dickens novels.</p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Antagonist (n) an- tag -uh-nist	The character the protagonist is competing with, or arguing or fighting against.	<p>Students will sit a BASE assessment during this unit of work, covering essential non-fiction skills linked to their previous experience in this area.</p> <p>Therefore, this unit will be assessed by an in-class deliberate practice task, where the teacher will determine key narrative and descriptive writing skills that need addressing as students progress to studying 'Dystopian Fiction' in Year 8 and to identify any gaps that will need closing, to support with the November BASE assessments.</p> <p>Students will complete a descriptive task on creating their own character, using similar skills to Charles Dickens. Work will not receive a score, but will be judged as secure or not secure across key skills.</p>
Anti-semitism	Hostility to or prejudice against Jewish people.	
Caricature	A picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.	
Charactonym (n)	A name given to a literary character that fits the personality or physical appearance of the character.	
Climax (n)	The point in a narrative at which the highest level of interest and emotional response is achieved.	
Dickensian	Reminiscent of the novels of Charles Dickens, especially in suggesting the poor social conditions or comically repulsive characters that they portray.	
Pathetic fallacy (n) puh- thet -ik fal-uh-see	Giving human emotions to objects of nature; for example, referring to weather features reflecting a mood.	Family Learning Opportunities <p>Discussion around Charles Dickens books and films created from literature texts. Conversations about characters and characteristics.</p>
Polysyndeton	Repetition of conjunctions in close succession	
Rhetorical question (n)	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	
Symbolism (n) sim-buh-liz-uhm	The use of symbols to represent ideas or qualities.	
Tension (n)	When a writer constructs a moment or interaction that leaves the readers feeling nervous or worried about what will happen next.	